

THE INFLUENCE OF SELECTED INFORMATION SOURCES AND
MARKETING PROCEDURES AS PERCEIVED BY STUDENTS
ENROLLED IN A FLORIDA COMMUNITY COLLEGE

BY

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Abstract of Dissertation Presented to the Graduate Council
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The purpose of this study was to analyze data pertaining to information sources and marketing procedures that have been successful in the recruitment of students at a multi-campus community college. Specifically, the study provided answers to the following questions:

1. Which information source or marketing procedure was perceived by each group and by the total group as most important in influencing their decisions to attend Hillsborough Community College?

2. In what order of importance were the items ranked by each age group and the total group?

3. Comparing the data, grouped by race or sex of the respondent, were there any differences in the ranking of items within each age group and within the total group?

Hillsborough Community College in Tampa, Florida, was selected for the investigation since it serves a large urban

area with a diversity of potential students. Of the 600 questionnaires distributed to students attending orientation sessions held prior to registration for the Fall 1980 term, 511 were completed and assigned to the following groups:

1. students under 25 years of age
2. students 25 years of age or over

Within each age group, questionnaires were assigned according to the following classification of respondents: blacks, whites, females, and males.

Analysis of the results indicated that family members or other relatives were the most important influence on decisions of the total group. The group under 25 also ranked this item first. However, the group over 25 ranked this item second, while they ranked the "other" item first. The "other" item included influences such as convenience, desire for self-improvement, and job-related opportunities.

The five items ranked highest by the total group were also ranked highest by both age groups; however, some variations in rank order occurred. When race or sex of the respondent was a variable, there were further variations in ranking.

The results supported the notion that the age, race, or sex of the student may be a variable to be considered when determining which information source or marketing procedure to employ in influencing decisions of prospective students.

CHAPTER I INTRODUCTION

Colleges and universities for many years have used recruitment procedures designed to attract potential students to particular institutions. Traditionally, efforts were made to enroll recent high school graduates whose academic records and test scores indicated the ability to pursue successfully higher education. Admissions officers have used various recruitment practices to influence the decisions of prospective students in choosing which institution to attend. Although the term "marketing" has become popular to denote recruitment efforts, the concerns for encouraging prospective students to enroll remain the same.

Abernathy (1976) reported the highlights of "A Survey of Entrance Responsibilities in Collegiate Institutions" which was sponsored by the College Board. In the survey, which included 144 major institutions of higher education, recruitment was rated second only to the evaluation and selection of applicants as a primary function of admissions officers. Although various marketing efforts were mentioned, the survey showed that in reality only a few methods were used widely and consistently. High school visits and college

nights were the most popular activities used by almost all institutions, while college fairs or conferences were named by about three-fourths of the respondents as major marketing methods. Approximately three-fourths of the private colleges surveyed used the College Board's Student Search Service and personal contacts by students and alumni as marketing aids. Two out of three institutions included in the survey were experimenting with new methods of attracting students, and the majority reported that they had intensified marketing activities. The discussion suggested that most of the institutions were attempting to increase enrollment of the traditional 18-24-year-old student group with few marketing procedures aimed at other age groups.

Murphy and McGarrity (1978) conducted a survey of student recruitment activities at 350 private colleges. When asked to indicate the percentage of the yearly marketing budget spent on several promotional activities, total respondents in the survey allotted 54% to personal recruiting conducted in high schools, 20% to direct mail, and 10% to campus days for prospective students. The use of television, radio, newspaper, and magazine advertising as marketing procedures represented the remaining 16% of the budget. The percentages compiled suggested that marketing activities were directed to the recent high school graduate rather than to other portions of the population.

Although colleges and universities have relied on the traditional 18-24-year-old individual to fill their classrooms, there has been a gradual increase in the nontraditional type of student who is beyond the age of 24. O'Keefe (1977) made the following observation:

While education in the United States has always been the domain of more than the young, the last two decades have seen an increase in both the numbers of adults participating in education and in the general awareness of their participation. Large numbers of adults can be found registered formally as full-time or part-time college students, enrolled in programs sponsored by employers, or engaged in deliberate and sustained self-instruction. (p. 1)

Reasons cited for increased participation of older adults in education in the United States are that adults are becoming more numerous and older. In 1960, 108,000,000 people were 21 years of age or older. By 1974, that number had risen to 132,000,000 and the United States Bureau of the Census estimates suggest that in 1976 there were 137,000,000 people 21 years of age or older. As the post World War II "baby boom group" ages and the lower birth rates of the 1960s and 1970s reduce the number of young persons, it is expected that there will be a gradual shift to a more middle-aged population during the 1980s and 1990s. By the year 2000, the median age of the United States population is estimated to become 34.8 as compared with 28.8 in 1975 (O'Keefe, 1977).

As adults have become more numerous in the nation, college and university administrators have begun to look more

closely at this growing market for higher education. Marketing activities, as discussed previously, have played an important part in attracting students to institutions of higher education. Most of the traditional marketing activities, however, were uniquely suited to reaching the recent high school graduate--not adults who have been away from high school for varying periods of time. Because individuals beyond the traditional college age of 18-24 years have diverse needs and interests, typical marketing techniques, in most cases, have failed to reach these persons. Thus, in an effort to be responsive to the total adult population, colleges and universities have attempted to apply various marketing principles to their recruitment activities. As Murphy and McGarrity (1978) observed:

Universities have recently discovered marketing. In an era of already declining enrollments and a dwindling supply of "college age" young people, colleges and universities are increasingly turning to marketing techniques successfully employed in the commercial private sector. Many institutions have altered their educational "product" to appeal to different segments of the market. (p. 249)

Marketing has been defined by Kotler (1976) as "human activity undertaken to satisfy some set of needs through exchange processes" (p. 55). Kotler and Levy (1978) identified the three concepts common to most organizational marketing as concern about a "product" in the eyes of certain "consumers" and the "tools" for furthering acceptance (p. 6). According to Krachenberg (1972) "those engaged in marketing

have three basic tools that facilitate acceptance of the product by the marketplace. These tools are communication and persuasion, distribution, and pricing" (p. 375). A discussion of the application of marketing procedures to recruitment efforts by Gorman (1974) stated:

Properly employed marketing methods could help rebuild the higher educational image, expand the total market for advanced education, raise the cultural productivity level of the population, prevent the economic wastes of excess capacity, and help mold university offerings into a need-responsive service. To the extent that the higher educational product mix may be out of adjustment with its customers, marketing, as an adjustment force, may restore compatibility and benefit all parties. (p. 243)

Numerous articles have appeared in professional journals and other publications suggesting and praising various marketing approaches to reach and recruit students to colleges and universities. Although diverse marketing procedures have been reported, there have been few attempts to identify which are most successful in recruiting certain target groups of persons to higher education. Due to a lack of comparative data, higher education administrators for the most part have relied upon judgment and "educated guessing" in their choice of methods to reach various segments of the adult student market.

In view of the continuing need for students and the growing population of adults, it seems reasonable to expect that colleges and universities will intensify efforts to recruit nontraditional students. The community college with its unique

ability to provide a variety of educational offerings has the potential to appeal to individuals with diverse educational backgrounds and needs. Thus, as Lahti (1977-1978) pointed out,

If two-year institutions wish to sustain a steady state or achieve growth, then it follows that there must be a continued shift of resources and emphasis from accommodating the traditional full-time 18 to 24-year old student to the new majority, the adult part-time student. (p. 11)

Research describing which "marketing tools" were successful in promoting the "product" to particular target groups of "consumers" could constitute the basis for decisions relating to marketing procedures to be employed in future recruitment efforts by community colleges. It is, however, the nature of the community college to provide an educational product designed to meet the needs of a unique community of consumers. If marketing is to be effective, it is essential that each community college obtain data descriptive of the local prospective student population.

The focus of this study was to analyze data pertaining to information sources and marketing procedures that had been successfully utilized in the recruitment of students at one multi-campus community college. It was expected that the analysis of the data related to particular segments of the student market would suggest direction for future recruitment practices at that institution. However, the techniques might also be useful to other community colleges in generating

studies that take into account the unique characteristics of their individual institutions.

The Problem

Statement of the Problem

The primary purpose of the study was to analyze data pertaining to information sources and marketing procedures that had been successfully utilized in the recruitment of students at one multi-campus community college in Florida.

Specifically, the study was designed to provide answers to the following questions:

1. Which information source or marketing procedure was perceived by each group and the total group as most important in influencing their decisions to attend Hillsborough Community College?
2. In what order of importance were the items ranked by each age group and the total group?
3. Comparing the data, grouped by race or sex of the respondent, were there any differences in the ranking of items within each age group and within the total group?

Delimitations and Limitations

The study was delimited and limited in the following ways:

1. It was confined to a sample representing the population attending orientation sessions held from June through August 1980 at the three campuses of Hillsborough Community College in Florida.

2. The results obtained are not generalizable beyond the population attending orientation sessions at Hillsborough Community College from June through August 1980.

Justification for the Study

The study provided data concerning which information sources and marketing procedures were perceived as most important by selected groups of students at Hillsborough Community College in Fall 1980. The rankings indicated that different information sources and marketing procedures had varying influence on students' decisions to attend Hillsborough Community College.

Data concerning influential information sources and marketing procedures should be helpful to administrators in continuing attempts to meet the educational needs of the total adult population in this area. Because the population 25 years of age and over represents an expanding source of new students, the information provided by this study could be used by Hillsborough Community College to increase enrollment by those individuals. Based on the findings in

this study, new methods of reaching particular subgroups within the total student market may be implied.

Hillsborough Community College along with other community colleges has experienced a period in which revenue has not increased as rapidly as expenses. It was expected that the information provided by this study would aid Hillsborough Community College administrators in making efficient use of manpower and financial resources in future efforts to disperse information and recruit students.

Although the findings of this study were directly applicable only to Hillsborough Community College, it was hoped that the results would suggest areas of investigation for other community colleges. In that respect, this study provided a detailed example of one method of evaluating an institution's marketing efforts

Assumptions

For the purposes of this study it was assumed that a representative sample of students could be secured by randomly selecting orientation session groups from the three campuses. Since all new applicants to the college were required to attend an orientation session, it was assumed that all subgroups would be represented in approximately the same percentages as they occurred in the total Hillsborough Community College population that enrolled in credit courses.

It was further assumed that any information sources and marketing procedures not included in the questionnaire were of minor importance or in limited use by Hillsborough Community College. The information sources and marketing procedures selected were those that the literature indicated were most widely used by community colleges in recruitment.

Definition of Terms

Adult education was used to mean any educational experience for adults which may consist of any systematically organized activity consciously undertaken for the purpose of acquiring new information, knowledge, or skills.

Consumers was used in its broadest sense to include clients, trustees or directors, active publics, and general public (Kotler & Levy, 1978, p. 7).

Continuing education was used synonymously with adult education.

Credit course was used to mean any course in the curriculum of an institution which may be taken to be applied to degree requirements.

Institution of higher education was used to mean both two-year and four-year colleges and universities which may be either public or private.

Marketing was defined as "human activity undertaken to satisfy some set of needs through exchange processes" (Kotler, 1976, p. 6).

Marketing tools were defined as those practices under the "firm's" control that affect product acceptance and include: product improvement, pricing, communication, and distribution (Kotler & Levy, 1978, p. 7).

Noncredit course was used to describe any course in the curriculum of an institution which may be taken for purposes other than to fulfill requirements for a degree.

Nontraditional student was used to describe any student who varies in some respect from the traditional student definition.

Products were defined as tangible items that have a market value and are available for purchase or intangible goods that are subject to market transaction (Kotler & Levy, 1978, p. 6). In relation to institutions of higher education, products referred to courses, workshops, or seminars.

Recruitment was used to describe activities in which an institution presents information about itself in an effort to attract prospective students.

Satellite location was used to indicate any location other than the main or branch campus of an institution.

Target group was used to describe a subgroup of a population that is singled out on the basis of shared needs or characteristics which have been identified.

Traditional student was used to describe a person 18-24 years of age who is enrolled in full-time study towards meeting the requirements of a degree program at an institution of higher education.

Procedures

Study Design

To determine the influence that selected information sources and marketing procedures had on the recruitment of students to Hillsborough Community College, a questionnaire was administered to students attending orientation sessions held prior to registration for the Fall 1980 term. Students were requested to supply personal information and to rank the information sources and marketing procedures which influenced their decisions to enroll in the college.

Sample

A sample of approximately 600 students was obtained by randomly selecting orientation session groups conducted at the three campuses of Hillsborough Community College during the day and evening from June through August 1980. A questionnaire (see Appendix A) was distributed to all students present in the selected groups and was completed and collected during the session. Of the questionnaires returned, 511 were complete and provided the data for this study.

Instrumentation

The questionnaire (see Appendix A) consisted of six items. Items one through four solicited personal information about the student, while items five and six requested the student to rank the importance of information sources and marketing procedures in influencing his or her decision to attend Hillsborough Community College. At the end of the questionnaire, a space was provided for comments.

In designing the questionnaire and choosing pertinent information sources and marketing procedures, a comparison was made with a survey instrument previously administered to another group of students by the Management Information Services at Hillsborough Community College. The resulting questionnaire was then reviewed with the Dean of Student Services and the Director of Student Services at Hillsborough Community College to ascertain further the appropriateness of the items included.

Treatment of Data

All completed questionnaires were assigned to two groups based on the age of the respondents as follows:

1. students under 25 years of age
2. students 25 years of age or over

Within each age group, questionnaires were assigned according to the following classifications of respondents: blacks, whites, females, and males.

The frequencies of responses for each item were tabulated and were presented in tables for the total group and each age group with the subgroups identified. Ranks were assigned to the information sources and marketing procedures according to the frequency of responses recorded for the groups. The rankings by the total group and each age group with subgroups identified were presented in tables. A narrative discussion of the findings was presented with analyses of the frequencies and ranking of items by the various groups. Appendix B contains a listing of the comments added after item 6. Comments were reported for each age group separately.

Organization of the Remainder of the Study

Chapter II presents a comprehensive review of the literature on topics relevant to this study. The application of marketing concepts to higher education is discussed and the elements to be considered in a marketing mix for higher education are presented. Chapter III is a discussion of the data gathered from this study. Chapter IV contains a summary, conclusions, recommendations, and implications for further research.

CHAPTER II REVIEW OF RELATED LITERATURE

Introduction

A review of the opinions and findings of educators and marketing specialists is presented to provide a background for the analysis of the influence of various marketing procedures and information sources used in student recruitment. Information included focuses on two aspects of marketing: a discussion of marketing concepts and their application to higher education and elements to be considered in the marketing mix.

The Application of Marketing Concepts to Higher Education

The term "marketing" connotes to most people the task of finding and stimulating buyers for a firm's output. Kotler and Levy (1978) contended that "marketing is a pervasive societal activity that goes considerably beyond the selling of toothpaste, soap, and steel" (p. 3). Since all organizations perform classic business functions, it follows that they also perform marketing-like activities whether or not they are labeled as such.

Stuhr (1974), in a discussion of college admissions practices and marketing procedures, emphasized that:

Some of these procedures are sound sales technics and their application to college procedures has been long overdue. Others are gimmicks which, like catalogs in psychedelic colors, may give you a spurt but will not be a deciding factor in meeting a college's admissions goals. (p. 27)

Gorman (1974) described the problem of choosing appropriate marketing procedures in a college or university.

Matching the prospective market patronage motives with "product" features is a logical step. If the marketing concept is satisfying the needs and wants of customers at a profit, the non-profit universities' goals are simplified into properly serving their publics. This service attitude is most often violated by substituting idealistic purposes for legitimate goals based on the researched needs of the universities' "customers." (p. 243)

Relative to applying marketing concepts successfully to higher education, Fram (1973) stated that:

In the business sector, the job of the marketing function is to help the organization focus on the needs and wants of current and potential customers. If marketing approaches are applied to institutions of higher learning, they can similarly help the college or university focus on its "customers"--students, alumni, donors, and governmental agencies. (p. 57)

Keim (1979) pointed out that marketing for the community college is far more than advertising and promotion. In order to be successful, the community college must have a full understanding of the market which involves knowing the people to be served along with an objective study of the product itself.

Kotler and Levy (1978) distinguished between two sets of groups which are interested in a product--suppliers and consumers. "Suppliers are those who provide the management group with the inputs necessary to perform its work and develop its product effectively" (p. 7). In the case of a college or university the suppliers were likened to the faculty and staff of the institution.

Consumers were classified by Kotler and Levy (1978) into four groups: clients, trustees or directors, active publics, and the general public. In a college or university the clients include the students enrolled and those who are potential students. The trustees or directors are those persons vested with legal authority and responsibility for the institution and who oversee its management. The active publics include alumni and friends of the institution, foundations, and pressure groups of various kinds. In the consumer group labeled "general public" are the people who might develop attitudes toward the organization, who might affect its conduct in some way, and those who are not included in the previously described groups. "Organizational marketing concerns the programs designed by management to create satisfactions and favorable attitudes in the organization's four consuming groups" (Kotler & Levy, 1978, p. 7).

The institution of higher education in its attempt to fill the needs of potential students with programs while

satisfying the trustees, the active publics, and the general public parallels the business firm in its approach to marketing a product to potential customers while satisfying the objectives of the firm. Wasem (1978), in comparing nonprofit with profit organizations, described the complex task of the nonprofit in trying to satisfy people to whom it provides services and people who provide it with funds to operate. He concluded that "the organization isn't successful if it doesn't satisfy both" (p. 33). In a discussion of the various groups of consumers of higher education, Gorman (1974) cautioned that because the goals and philosophies are not always compatible,

the common goals of these interests should be accentuated, and conflicting goals should be minimized as much as possible. The trend today of over-emphasizing the student, the primary consumer of higher education, to the neglect of the other publics, should be recognized as detrimental to long-run support of the other participants in the market. (pp. 243-244)

Thus, it appears that marketing procedures may be applied to higher education, but as Montana (1978) warned, "It does not mean that the nonprofit organizations understand the problems of marketing, nor does it mean that techniques that are well-proved in industry can be applied without modification" (p. x).

Berry and George (1978) suggested that the college, like industry, should do marketing research on a systematic and

continuing basis in order to provide products related to the needs of the consumers. Marketing research should reaffirm that the education market is not homogeneous in terms of how the people in it wish to satisfy their educational needs. The process of grouping more or less homogeneous needs within the broader and more heterogeneous total market has been labeled "market segmentation." Once market segmentation has been achieved, specific programs and courses may be planned in an attempt to fill specific needs for specific target groups. Kotler (1976) emphasized that colleges and universities must take a position in the college market and "commit themselves to some viable part of the total educational market that they will serve and serve well" (p. 58).

Kotler and Levy (1978) pointed out that an institution of higher education produces a product which might be considered as tangible in the form of courses which are available for purchase by the consumer or student. Another view was that higher education provides a service which is intangible in the form of recreation, enjoyment, or enlightenment. Whether tangible or intangible, the successfully marketed product usually encompasses product-related services. Among those services a business firm may provide for satisfying market needs are installation, operator training, warranty protection, and preventive maintenance. The college

or university product has similar "services" which are related to its ability to fulfill successfully the needs of its consumers. Berry and George (1978) explained the services concept and its importance in the institution of higher education as follows:

In the same way, the competence and commitment of academic counselors, the extent to which needed classes are available, and the type of enrollees in a given program, among other things, are all part of the product the university offers its market. All else equal, it follows that competitive advantage can be expected to accrue to the university whose products are strong in a total sense rather than to the university whose products are strong in only a partial sense. (p. 165)

In the business firm product differentiation is important to promoting the product, and this concept, too, may be applied to the educational product of the college or university. By reviewing its assets and peculiar advantages, an institution should find that it has special appeals promotable to the general student market. Gorman (1974) explained that "product differentiation strategy attempts to adjust the prospective market to the differential advantages of the institution through recruiting efforts, advertising, promotion, and publicity" (p. 245). In a university or college, Gorman continued, "a superior product is highly dependent on the professional competence and adaptability of the teaching faculty to student needs" (p. 246).

If the product to be consumed offers the link with the target groups, as previously suggested, the marketing tools provide the means to develop an appropriate marketing mix. Marketing tools have been described by Kotler and Levy (1978) as those practices "under the firm's control that affect product acceptance: product improvement, pricing, distribution, and communication" (p. 7). Banting and Ross (1977) gave this explanation of the term "marketing mix:"

When Neil H. Borden first introduced the concept of the marketing mix, he saw it as a succinct and graphic means of describing the combination of marketing ingredients, techniques, and policies adopted by a marketing manager in formulating a marketing plan. This idea was suggested to Borden by a paragraph written in 1948 by his associate, James Culliton, in which the executive was described as "... a 'mixer of ingredients,' who sometimes follows a recipe prepared by others, sometimes prepares his own recipe as he goes along, sometimes adapts a recipe to the ingredients immediately available, and sometimes experiments with or invents ingredients no one else has tried." (p. 507)

According to Banting and Ross, the extensive list of elements conceived by Borden (1965) was simplified by McCarthy (1971) into the "Four P's" classification (p. 44). The Four P's have been explained: "Develop the right product, support it with the right promotion, put it in the right place, and at the right price" (Wasem, 1978, p. 35). This marketing concept has definite application to the college or university situation and will be elaborated upon subsequently.

Applicability in Retrospect

The preceding discussion has presented some opinions regarding the applicability of marketing principles to the college or university operation. Counterparts of the business firm's product and consumer have been shown to exist in the institution of higher education. Based on the described similarities between the business firm and colleges and universities, there appears to be substantial support for the use of marketing procedures to "sell" the higher education product to consumers.

Elements to be Considered in a Marketing Mix for Higher Education

In describing the concept of a marketing mix as it applies to a college or university, two aspects were explored. First, the individuals and groups who make up the student market were analyzed in an attempt to determine their characteristics and needs. Second, the use of marketing tools used in recruitment was examined to ascertain their part in bringing the market and product together.

The Student Market

Colleges and universities have always attracted the recent high school graduate despite the changing philosophy of

who among them should participate. Regarding the philosophy of admissions, the Carnegie Commission on Higher Education (1971) has pointed out:

Higher education in the United States until about 1940 was largely for the elite; from 1940 to 1970, we moved to mass higher education; and from 1970 to 2000, we will move to universal-access higher education--opening it to more elements of society than ever before. (p. 9)

Although both colleges and universities were expected to observe changes in the composition of their student bodies, Medsker and Tillery (1971) suggested:

More than any other institution, the community college seems destined to become the most significant medium for continuing education--the educational center in its local community--but it will need data about its clients in order to do its job well. (p. 49)

Bowen (1979) discussed the desirability of a nation of educated people and how the time required to bring this about might be shortened. Some measures he suggested were to increase the number of youths attending college and to enlarge the educational opportunities for adults beyond the usual college age. And while he emphasized that this is a task for all higher education, he stated that it is especially the responsibility of the community colleges. Bowen characterized the community colleges as "recruiters of new learners, both young and old, of whom many might otherwise be overlooked by four-year institutions" (p. 8).

Thus, it appears that with changing attendance philosophies in colleges and universities, the student market has broadened and will continue to broaden to include an assortment of individuals with a variety of educational needs.

The United States Bureau of the Census (1979) published a report describing the social and economic characteristics of students. This report used the year of college entry as a method of analyzing the distribution of college freshmen for the years 1970 - 1977. In 1970 the number of students who enrolled as college freshmen during the same year as their high school graduation was 65%, but in 1977 the number declined to 54.1%. Analysis of other figures compiled indicated that the number of students who enrolled as college freshmen four or more years after their high school graduation was 17.1% in 1970, but the number increased to 24.9% in 1977. Examination of percentages for the eight years showed that there was a trend of fewer students enrolling in college during the same year as high school graduation, while more students were enrolling in college four or more years after graduation.

The data on freshmen class composition might be explained by other developments during the 1970s. The Carnegie Foundation for the Advancement of Teaching (1975) cited five factors which could account in part for declining enrollments of

recent high school graduates: the abolition of the draft; the sharply rising costs of college attendance that have been associated with accelerated inflation rates and accompanying increases in tuition and other college charges; the changes that have occurred in the job market for college graduates; liberalization of college rules to permit deferred admissions and "stopping out" of students in the midst of college careers; and a leveling-off of (and even a slight decline in) the high school graduation rate since the late 1960s (pp. 31-33). Whatever the causes of declining enrollment of recent high school graduates, it appears that this group became a smaller percentage of the freshmen class during the period of 1970 - 1978.

The "dropout" and "stopout" phenomena have contributed to changes in the age composition of the college and university student bodies. Cope and Hannah (1975) have noted the following distinctions between the "dropout" and the "stopout":

The term dropout connotes several meanings and these should be distinguished from one another. From the perspective of the specific institution, a dropout is any loss of registration and failure to complete a degree program and therefore, anyone leaving the college without a degree is a dropout. Such a simplistic definition of dropout overlooks a substantial proportion of students who simply transfer and also may include the growing number of "stopouts," those who leave their college for a temporary period.
(p. 2)

Despite the difficulty in determining whether a student is a "dropout" or a "stopout," both may seek further education at a later time. Cope and Hannah emphasized that the dropouts and stopouts represent a substantial group of prospective students for institutions of higher education in the years beyond the 1970s based on the past completion-drop-out rates which have remained steady for prior decades. It was estimated that of the 15 million students who entered colleges and universities during the 1970s, only about half of that number would graduate on schedule and between five and six million would never earn degrees (p. 1).

Jacobs (1979) outlined some of the changes he expected colleges and universities to face in the 1980s and described the constituencies who will need and utilize educational services in the future. Those listed included traditional college-age young people; already well-educated adults; economically and socially mobile adults; employees who seek to update or upgrade their skills; and professionals who must meet continuing education requirements (p. 31).

The Carnegie Commission on Higher Education (1973) in discussing new clients for postsecondary education described nontraditional students as:

persons who missed advanced education earlier in life and would like access to it now; women who have raised their children and now want to enter

a career; persons who want to change their occupations or to update their skills and knowledge--to avoid becoming obsolete; persons who want to understand their personal situations better as, for example, in adjusting to a serious operation; persons who are ill or handicapped or isolated and want to add education to the interests of their lives; all those who want to "stop-in" into advanced education. We believe there is now a major degree of underconsumption of education by members of such groups. (pp. 11-12)

In assessing the motivation for participation, the Carnegie Commission on Higher Education (1973) stated that post-secondary education can be helpful as a mechanism for handling several of the discontinuities of life. When persons face reentry into the labor force, changed positions in the labor force, retirement, or a change in life status, education can provide a means for the development of new patterns of life (p. 12). Making these diverse individuals aware of the educational opportunities available is an important task of higher education.

Another group of nontraditional students is found primarily in the community colleges due to the egalitarian philosophies practiced by those institutions. Labeled "New Students" to higher education by Cross (1971), this group consists of students described as having low academic ability as that ability is measured in elementary and secondary schools. Although previously unsuccessful in educational endeavors, many "New Students" enter colleges recognizing that higher education is the way to a better job and a

better life than that of their parents. Because "New Students" usually are not motivated by interest in what they will learn in college, they often present a challenge to the institutions attempting to serve them.

Among other adults who have become consumers of higher education are those persons who already possess a college education or special training. Colleges and universities have provided flexible courses, workshops, and seminars which may be taken for credit or noncredit, and which offer opportunities for continuing professional education. Harrington (1977) included the following groups in those that participate in continuing professional education: teachers, social workers, health professionals, bankers, and business executives (pp. 85-89).

All of the persons and groups that have been discussed have become consumers or are potential consumers of higher education. Nevertheless, O'Keefe (1977) pointed out, the 1975 National Center for Education Statistics (NCES) survey of adult participation in all types of adult education concluded that: over the age of 25, the younger the age group the more likely was their participation in adult education; and those who have had more education and those who have higher incomes tended to participate at a higher rate (p. 6).

From the observations and data recorded by the NCES O'Keefe "pinpointed" some target groups within the total

adult population whose relative participation in adult education was significantly below average. The groups identified were similar to those suggested by the Carnegie Commission on Higher Education and would be considered as potential students for some form of higher education. The groups described by O'Keefe (1977) were individuals who have less than a high school diploma; the unemployed, particularly the young; female heads of households; the elderly; and middle-aged career changers.

Although evidence suggests that nontraditional students represent an expanding market for higher education, their participation has been less widespread than would be expected. One explanation offered is that despite their apparent need or desire for further education, nontraditional students often face barriers that make it difficult for them to pursue higher education.

Cross (1978) classified the barriers that deter adults from participating in organized learning activities under three headings: situational, dispositional, and institutional. Situational barriers were those arising from a person's situation in life at a given time and included such problems as lack of time due to other responsibilities, lack of money, lack of child care, or lack of transportation. Dispositional barriers were related to the attitudes and self-perception a person has about himself or herself as

a learner. Many adults beyond the traditional college age have developed the feeling that they are too old or lack the ability to learn. Institutional barriers included those practices and procedures which exclude or discourage working adults from becoming involved in educational activities. Inconvenient schedules or locations, full-time fees for part-time study, and inappropriate courses of study may be obstacles that prevent participation (p. 16).

It seems reasonable to expect both colleges and universities to respond to the needs of nontraditional students and to make attempts to eliminate barriers to attendance. However, the community colleges with their close ties to the local community, obviously, have the greater capacity to adapt to changing needs in the student market. The mission of the community colleges in relation to the changing student market was clearly identified by Wattenbarger and Cage (1974):

Community colleges today cannot be content to serve only those who come to their doors of their own volition. College leaders must realize their obligation to serve many of the postsecondary educational needs of the population in their district. (p. 3)

Colleges and universities will be able to determine the needs of the persons they are attempting to serve if the total student market is analyzed by studying market segments. As Levy (1978) stated, "all decisions about the market are essentially statements about some group or groups" (p. 90).

The necessity of subdividing the student market into segments was further advocated by Levy:

Patterns of market decisions and actions accumulate because individuals make up certain groups that share specific, explicit memberships and participation in social units. This makes it possible to generalize about them as kinds of people who do similar kinds of things and buy the same things insofar as their particular memberships require it. (pp. 92-93)

Berkman and Gilson (1977) explained that attempting to differentiate the consumers who probably will buy a product from those who probably will not is not an easy task for marketers. In an effort to achieve market segmentation, consumers have been classified on the basis of social class, ethnicity, and life cycle, as well as traditional variables of age, sex, income, and other demographic considerations. Since these are all factors which determine the style of life that people maintain, they may be used to predict the products and services likely to be consumed (p. 30).

In discussing ways to improve communication between the college and the public, Jacobson (1979) emphasized that colleges should "select appropriate audiences for appropriate messages" (p. 78) by doing more segmentation and personalization. Colleges and universities must know their audiences and the content, context, and channels appropriate to the achievement of understanding and support. However, merely giving more information is not the answer to informing;

rather, there should be a process of interaction between the institution and the public.

There appeared to be many variables which might be considered in segmenting the potential student market. However, since individuals are most easily identified on the basis of age, race, and sex, colleges and universities might find those variables useful in classifying both traditional and nontraditional students. Support for using these variables was suggested by the literature and other observations.

Levy (1978) pointed out that the life state of a group is an important consideration in market segmentation, and with respect to age he stated:

Capacity for awareness, the level of affluence and the directions and quality of interest in products and services all undergo great changes with age. The developmental tasks confronting children and adolescents and young, mature, and aging adults have peculiarities that guide what meanings consumption is likely to have for them. (p. 101)

Segmentation according to race was described by Levy in this way: "Race is one of the broader categories that affect marketing behavior" (p. 105). And although he cautioned against overgeneralizing needs based on race, Levy suggested that there may be some motivational differences between black and white buying behavior.

The sex of potential students is another variable which would be useful to consider in market segmentation. Due to

the changing status of women during the twentieth century, the higher education needs of this portion of the population may be different from those of men.

Thus it appeared that market segmentation is a concept which would be helpful in determining the needs of the student market for higher education. Through the use of segmentation, the college or university could effectively apply marketing tools as a part of their marketing mix. In the following section, marketing tools are analyzed as they are used in student recruitment.

Marketing Tools Used in Student Recruitment

As previously defined, marketing tools are those practices under the firm's control that affect product acceptance: product improvement, pricing, communication, and distribution (Kotler & Levy, 1978, p. 7). Each of these tools is discussed as it may be employed by the college or university in recruitment efforts.

Product improvement. Once an institution of higher education has studied segments of the student market, decisions must be made concerning which market can be most effectively served with which programs and services.

Universities and colleges normally update their curricula and add new student services in an attempt to respond

to the needs of their students. This product improvement varies and is related to student dissatisfaction or competition from other institutions. Kotler (1976) stated that institutions should not assume that students are or should be satisfied without a planned strategy for determining what needs improvement. College improvement planning consists of three major steps listed as "identifying key dimensions of on-campus student satisfaction; evaluating student satisfaction along each dimension; and developing plans for improvement" (p. 65). Included in the key dimensions of on-campus student satisfaction were the quality of the academic programs, residential facilities, physical facilities and environment of student activity programs, and work opportunities. By interviewing a sample of students periodically to determine their level of satisfaction, plans can be made for improvement of any weaknesses discovered.

Barton and Treadwell (1978) suggested that research should be done in an attempt to measure the attitudes of all of the college's current and potential constituencies and might include the following:

parents of high school juniors; both in and out of state, full-time students who have transferred into (or out of) the college; alumni; non-alumni donors; opinion leaders in key marketing areas; continuing education students; and even the general public if the institution is a sizable force within the community. (p. 80)

Krachenberg (1972) stated that since institutions have only limited sets of resources, decisions about the market and product should be made by considering "(1) institutional resources and capabilities, (2) institutional goals or objectives, and (3) societal needs and wants" (p. 374).

Sutton (1974) advocated the development of a written marketing plan for institutions of higher education in planning recruitment activities. A written marketing plan, he believed, would result in systematic thinking and preparation, thus, enabling the institution to control rather than be controlled by the future. By including measures to evaluate efforts in terms of institutional goals, it would be possible to make adaptations as changes in conditions occurred (pp. 52-53).

A changing attitude toward the adult learner has resulted in innovations related to the product of higher education institutions. As Harrington (1977) noted, there was a new enthusiasm during the 1970s for off-campus or distance education (p. 2). Private foundations, individual donors, and the federal government have provided funds for projects testing new approaches to adult learning, such as the University Without Walls and American modifications of the British Open University. Though not a new concept, correspondence education is becoming more popular. Courses taught via television,

telephone, and the newspaper have gained support from both students and educators. In an effort to take the classroom to the students, a variety of off-campus locations has been utilized by colleges and universities. Though these innovations have been made available to all, most of the off-campus offerings and devices appeal especially to the nontraditional students.

Ihlanfeldt (1978) expressed concern about the proliferation of new programs and efforts to please all segments of the student market. Although he acknowledged the necessity for assessing consumer needs and translating those needs back to the community for consideration, he cautioned that institutions of higher education should not respond to every demand or fad that occurs in the student marketplace. Hugstad (1975) supported this view and criticized pressures to make higher education programs more appealing to the students, "lest this result in undermining the quality and long-term value of the academic product" (p. 506).

Krachenberg (1972) noted some trends related to the educational product which he expected to occur.

As resources allocated to higher education become increasingly scarce over the next decade, there will be less proclivity on the part of all institutions to accept new programs. There will also be an increasing tendency toward product line simplification, the weeding out of unproductive program activities. In striving to make the best use of limited resources, those institutions leading in the field of institutional research will ideally have developed models

which will allow them to project different program mixes in order to see which mix provides the optimum utilization of resources. Thus, meaningful market information helps both to develop proposed new programs, and to assess the feasibility of offering them. (p. 375)

As discussed in the literature, research is the key to determining the needs of the student market. By continuing efforts directed to product improvement, colleges and universities may make their educational programs more meaningful to a greater variety of persons. Successful recruitment of students should in turn generate more funds which might be used for product improvement; thus, a self-perpetuating cycle might be established.

Pricing. Most organizations face complex pricing issues which attempt to price products and services to cover costs without putting those items beyond the economic reach of their customers. Institutions of higher education must give thoughtful consideration to tuition increases in light of the possibility of losing some students while improving offerings for those students who are able to afford additional costs.

According to Krachenberg (1972), pricing policy is one of the most neglected tools in developing meaningful marketing programs in colleges and universities. Typically, with credit courses colleges and universities follow a policy of one or two prices (graduate or undergraduate) with recognition

of in-state and out-of-state segments. Krachenberg suggested that:

Realistically, however, different programs, often at different locations, have different costs; they also have different levels of demand, and appeal to very different market groups. All of these factors should be more fully recognized and considered in price determination. Recognizing cost factors means that universities should consider development of direct costing systems so that they know how much individual programs, and even program components, cost. A recognition of demand factors means that a university should attempt to get a feeling for market elasticity; and thus for a given price change begin to recognize just how many people are precluded from coming. In turn, better information on costs and demand helps in program evaluation. More information can also encourage joint program development and use of common components which might contribute to overall cost reduction with no negative effects on quality. (p. 376)

Although Krachenberg's remarks referred to the university, they may be applied to the community college situation as well.

One major pricing decision unique to both colleges and universities was described by Huddleston and Batty (1978) as "discount pricing through 'no-need' financial assistance" (p. 41). Forms of such pricing may include athletic grants and scholarships given on the basis of academic talent or merit and were designed to increase the acceptance of the institution by certain specified consumers. The availability of this and of other forms of financial assistance based on student need is an important factor related to pricing.

Although financial aid of various kinds may be obtained by students at many colleges and universities, the recipients usually must be in full-time attendance. However, since the majority of nontraditional students attend less than full time, they are often ineligible for many forms of financial aid. Ruyle and Geiselman (1974) discussed the results of a survey of 1,185 American colleges and universities which was completed by the Center for Research and Development in Higher Education in 1972 (pp. 54-55). In more than half of the colleges and universities surveyed, part-time students were eligible for some kind of financial assistance in the form of non-repayable grants, work-study jobs, NDEA loans, or other loans. However, one-third of the total institutions surveyed reported no provision for financial aid to part-time students.

Relative to pricing, Ruyle and Geiselman (1974) reported that in approximately 97% of the institutions surveyed by the Center for Research and Development in Higher Education in 1972, part-time students paid on a per-credit basis for courses or at some other reduced rate. However, 3% of the institutions discriminated against part-time students by requiring them to pay the same tuition as full-time students.

One further observation concerning pricing was made by Harrington (1977) and might merit consideration by institutions of higher education. Traditionally, noncredit courses

oriented particularly to adults have been expected to "pay their own way" while courses provided for younger students have been only partially supported by tuition and fees. Harrington pointed out that adult education represents a gain for the nation as well as for individual citizens, just as it does with younger students. Therefore, he believed that colleges and universities might do well to rethink their stance on self-supporting adult education offerings in the future.

Harrington (1977) made several suggestions on how to enable adult learners to afford higher education. A practical financial program might attempt to hold fees and tuition at as low a level as possible; eliminate discrimination against adults in the financial aid structure of higher education; make the present income and expenditure system work a little better than it does; and raise more money for post-secondary adult education (p. 192).

Although the guidelines mentioned applied to all forms of adult education, each could be implemented in various ways in colleges and universities. Harrington further outlined some approaches to meeting the guidelines:

wholesale amendments to Title One; urban grants to colleges and universities interested in adult education and practical applications of knowledge; and acceptance of the lifelong learning principle, as in European countries, possible with guaranteed blocks of money for men and women to draw upon when they feel the need for further education. (p. 210)

Ihlanfeldt (1980) discussed in depth the evolution of pricing policies at colleges and universities and summarized with some recommendations:

To determine the appropriate pricing policy, the factors that should be considered are (1) the effects of a given pricing policy on the nature and mission of the institution, (2) the effects of a given pricing policy on enrollment, and (3) the degree to which a particular pricing policy may unnecessarily encourage acceleration and therefore decrease revenue. (p. 115)

Business firms have found that making a product available at an acceptable price encourages product acceptance. This principle may also be applied to colleges and universities as administrators face sensitive pricing decisions which may influence prospective students in choosing which institution to attend. Pricing is an element of the marketing mix for higher education which will become increasingly important as enrollments fluctuate and become more diversified.

Communication. Customer communication is acknowledged to be an essential activity of all organizations although, according to Kotler and Levy (1978), many nonprofit organizations have failed to accord this function the importance it deserves. Kotler and Levy pointed out that "customers form impressions of an organization from its physical facilities, employees, officers, stationery, and a hundred other company surrogates" (p. 95). In a similar way, every member

of the college or university staff and faculty is participating constantly in marketing in everything they say and do.

Vavrek (1976) distinguished between the terms "marketing" and "promotion" as not being synonymous. Like marketing, promotion is a mixture, but "the combination of activities directly concerned with providing information about the nature of the service and its relationship to the needs of potential students, this is promotion" (p. 102). According to Berry and George (1978), "promotion strategy concerns itself with the communication of potential satisfactions available to marketing segments as a result of the organization's product, distribution, and price strategies" (p. 166). Thus, in order to publicize what the college or university has to offer, it is necessary to communicate with prospective students.

Halstead (1979) cited the growth of consumerism and the effect it has had on prospective students and colleges and universities. Due to the rising cost of higher education, declining enrollments, and increasing diversity of students, she felt that there would be more pressure for more and better information about colleges and universities. By providing accurate information to prospective students, institutions can encourage satisfied "customers" who have chosen an appropriate educational experience.

Shapiro (1978) discussed advertising activities and personal selling as they related to communication and resource attraction. In defining "resource attraction" Shapiro stated that it "is more than just fund raising. In addition, it includes obtaining volunteer labor, services, and goods such as raw materials" (p. 20). Similarly, resources which colleges and universities seek to attract may include student fees and tuition, contributions from private and public sources, and volunteer labor and services. In a college or university environment, communication activity has been subdivided by Krachenberg (1972) into two areas--personal and nonpersonal--and described as:

Personal communication (selling) to students frequently starts with visits by faculty or admissions officers to high schools. Nonpersonal communication (advertising) includes catalogs, brochures, descriptive pamphlets, newspaper articles, or even ads, and direct mail activity. (p. 375)

Personal selling involves direct contact with the potential consumer and was described by Levy (1978) as follows:

At the heart of personal selling is the confrontation of two people, one of whom wishes to bring about assent to a purchase, while the other person may or may not want to cooperate. The distinctive feature of this promotional activity is that it is alive and immediate, with chances for interaction. (p. 108)

Although many colleges and universities use recruiting teams to reach special types of potential students (outstanding athletes or top students, for example), personal selling

has not usually been widely employed to reach other groups. The use of the personal selling technique might require some special training of existing staff to use different methods to relate to nontraditional students. Vavrek (1976) indicated such an approach using faculty.

The faculty's vital responsibility is personal communication. When a concentrated segment of the audience is identifiable, face to face promotion is best. Educators are dealing with an intangible product the rewards of which are not always immediate and with an inherent nature that may threaten some potential users. Talking with the instructor is a way of reassuring potential students who are unsure of content value or feel insecure with a new process format. (p. 102)

Another similar approach involved the use of alumni and undergraduate students in a recruitment program organized at Northwestern University and described by Ihlanfeldt (1978, p. 181). Although the process was used in a university setting, the direct selling principle would be equally applicable to a community college.

Riggs and Lewis (1980) outlined what came to be called the Pied Piper Plan of student recruitment at a university in Tennessee. A marketing research effort at Austin Peay State University in 1976 determined that students chose the college on the basis of attendance of friends. By identifying high school students who were academically sound and involved in various activities, Austin Peay was able to offer

scholarships to entice their attendance. This in turn resulted, it is believed, in the enrollment increases during the next two years. The "Pied Piper Students" led other students to Austin Peay State University.

Advertising as a form of communication was defined by Berry and George (1978) as "any paid form of nonpersonal presentation openly sponsored by the advertiser" (p. 166). Some suggested materials in addition to the typical college catalog might include sell-oriented materials that present information on selected departments, faculty, or innovative courses. Media advertising, if feasible might incorporate coupons in presentations appearing in selected magazines or newspapers. For particular target populations a periodic newsletter might be a useful means of communication and advertising.

In using advertising, colleges and universities should guard against questionable practices which may offend the community. Mackey (1980) cited a plan by a Kentucky university to release 100 balloons filled with scholarship offers. The plan was abandoned after it met with public protest. Another college in Indiana promised undergraduates \$100 rebates for each new "body" they signed up. Criticism from the community was overwhelming and so the practice was discontinued. Lovelock and Rothschild (1980) summarized the advertising dilemma by this observation:

Some of the approaches used represent light-hearted innovations that attract attention and perhaps serve to diminish the stodgy, sanctimonious impression that some people have of college administrators. Others, however, simply make the institutions look foolish and may even discourage applicants. One of the tasks for observers of the educational scene is to learn to distinguish the innovative from the inappropriate, and the unethical from the merely foolish. (p. 54)

Johnson (1974) expressed a different view of the problems faced by colleges and universities when they undertake any form of advertising or publicity.

The communications gap between colleges and the media-saturated students leaves education at the low end on the interest scale. Attracting the attention of the public is a difficult task when one considers the impact of television, advertising, radio, and Madison Avenue technics. The present college-age student has grown up with these factors as part of his life style. Perhaps it is time for education to adopt more of the communications methods used by the corporate world. (p. 50)

In discussing marketing for colleges and universities, Litten (1980) emphasized that it is more than promotional activities and included important informational components. He further stated that the integrity of higher education would not be compromised by scrupulous promotional activities that involved the provision of information in an appealing and persuasive manner.

Concerning publications by colleges and universities, Hoy (1980) stressed that assertions made should be supported by current data based on institutional research or informed self-assessment. Care should be taken not to overwhelm

prospective students with statistics in the guise of providing objective facts. When the information in the publication leads to mutually predictable expectations, both the college and the student interests will be served. Satisfied students represent a potent form of advertising.

Distribution. Distribution, according to Berry and George (1978), is concerned with making the product available at the time and location desired by the market segment. Although all colleges and universities are concerned with reaching potential students and attracting resources, Shapiro, (1978) indicated that few institutions have paid adequate attention to distribution channels. The function of distribution channels was defined by Shapiro as that of providing location utility and information (p. 24).

The distribution channels are valuable to the business firm because they provide a place to sell the product, and in some cases offer ancillary services, such as credit and post sales service. When related to the college or university operation, distribution channels may become part of the product. Traditionally, the college or university has distributed its product by asking the market to come to the institution. However, increased numbers of institutions have recognized the potential of branch campuses, satellite locations, extension centers, and methods such as television which carry courses into the homes of the consumers. Since

the capacity for getting the product to consumers when and where they want it is typically a critical variable in influencing the level of success to be obtained, distribution channels should be an important consideration for the college or university.

In a discussion of barriers to older adults, Spencer (1980) stated that unfavorable physical conditions may be a hinderance to enrollment in educational programs. Facilities that lack elevators, wheelchair ramps, comfortable and well-lighted rooms, and other features appropriate to physical needs of older adults may represent barriers to attendance. Although the items listed were those particularly necessary for older adults, the same conditions may discourage other nontraditional students from enrollment.

Organization. One of the most dramatic developments in industry since the 1950s has been the reorganization that has taken place in many firms with the placement of special marketing-related functions (like advertising, sales, and marketing research) under a single vice president or director of marketing. With the growing complexity of the modern college and university, Berry and George (1978) suggested that certain marketing activities of these institutions should be placed under a specific vice president who would be responsible for the planning, implementing, coordinating, and controlling of those activities.

Fram (1975) observed that "marketing efforts in the college and university environments are not being maximized because they are not properly integrated and coordinated" (p. 244). In an effort to correct this situation Fram advocated the creation of a new administrative staff position, Director of Marketing, to carry out the following duties: conducting marketing research, coordination, nurturing the institutional image, preparing the annual marketing plan, acting as an information source, and forecasting enrollment (pp. 224-225).

Although Krachenberg (1972) did not suggest a specific organizational plan, he did recommend that "in the simplest of terms, marketing activity should be so placed that it will be carried out in the most effective manner and still be consistent with the institution's organizational philosophy" (p. 278). Colleges and universities, obviously, must evaluate their unique situations before reorganizing administrative structure. After careful study, there may be substantial support for a single administrative position with responsibility for overseeing marketing activities.

The Marketing Mix for Higher Education in Retrospect

The preceding discussion has examined the literature describing the student market and the importance of the marketing tools to the college or university in attempts to

provide a "good" marketing mix. The use of marketing tools as an essential part of student recruitment has been supported. Due to the diversity of student needs, the literature has emphasized the necessity for evaluating recruitment practices to determine their appropriateness for particular target groups within the total student market.

CHAPTER III DISCUSSION OF THE DATA

Introduction

The purpose of this study was to rank selected information sources and marketing procedures based on the perceived influence each had on the decisions of students to enroll in Hillsborough Community College in Florida. By means of a questionnaire, students were asked to supply personal information and rankings. Data were analyzed for the resulting groups based on age, race, and sex. A discussion of the findings is presented in three sections as follows: description of the respondent population; ranking of items; and data analysis by groups.

Description of Respondent Population

Approximately 600 questionnaires were distributed to students attending Hillsborough Community College orientation sessions prior to the Fall 1980 term. Of those questionnaires returned, 511 were complete and provided the data for this study. The sample contacted represented approximately 5% of

the number of students who enrolled campus-wide at Hillsborough Community College in the Fall 1980 term.

In tabulating the data, those persons who were under 18 or over 60 years of age were included in either the under 25 or 25 and over groups. Perusal of the demographic information collected by Hillsborough Community College for the Fall 1980 registration indicated that the number of persons under 17 (not in their eighteenth year) was small and would represent an insignificant number of the sample group. The "over 60" category elicited only two responses, and so could not be considered as a group when analyzing the data.

Questionnaires that did not contain personal information along with rankings were not included. Those respondents checking "other" in Item 4, which referred to racial or ethnic origin, were included when determination could be made to assign them to either black or white categories. Only two respondents could not be classified as either black or white and were not included.

The final sample of 511 students consisted of 407 persons under the age of 25 and 104 persons 25 years of age and over. Table 1 shows the number of persons in each category of race and sex for these age groups.

Table 1
 Number of Respondents in Groups According
 to Age, Race, and Sex

Group	<u>Under 25 Years of Age</u>			<u>25 Years of Age and Over</u>		
	Female	Male	Total	Female	Male	Total
Black	32	15	47	10	3	13
White	202	158	360	68	23	91
Total	234	173	407	78	26	104

Ranking of Items

Tabulation of responses was limited to the letter of the item indicated as "most important" in item 6. An exception was made in the instances when item 0, other, was marked in addition to another item when it was obvious the "0" was meant to clarify a previously checked "most important" response.

The distribution of respondents in each age group and the total group who ranked items as most important are shown in Table 2. Table 3 shows the rank order of the items for each age group and the total group. A discussion of each item follows.

Item A. Family Members or Other Relatives

This item was ranked first as the most important information source by 34.2% of the total group. Of those persons under 25 years of age, 37.3% chose this item ranking it first. Of the group 25 years of age and over, 22.1% chose this item ranking it second.

Item B. Friends

This item was ranked fourth as the most important information source by 10% of the total group. Of the under 25 group, 8.1% chose this item ranking it fifth. Of the 25 and over group, 17.3% chose this item ranking it third.

Table 2
Respondents Identifying Item as Most Important in Influencing
their Decision to Attend the Community College

Item	Under 25 Years of Age		25 Years of Age and Over		Total Group	
	Absolute Frequency	Relative Frequency $\frac{x}{N}$	Absolute Frequency	Relative Frequency $\frac{x}{N}$	Absolute Frequency	Relative Frequency $\frac{x}{N}$
A. Family members or relatives	152	37.3	23	22.1	175	34.2
B. Friends	33	8.1	18	17.3	51	10.0
C. Faculty at another school or college	36	8.8	12	11.5	48	9.4
D. Faculty at this college	18	4.4	4	3.8	22	4.3
E. Speaker from this college	3	.7	0	0	3	.6
F. Information by mail	14	3.4	1	1.0	15	2.9
G. Information in newspaper	1	.2	2	1.9	3	.6
H. Information on television	1	.2	0	0	1	.2
I. Information on radio	0	0	2	1.9	2	.4
J. College night	0	0	0	0	0	0
K. College exhibits	2	.5	0	0	2	.4
L. College pamphlets and brochures	17	4.2	2	1.9	19	3.7
M. College catalog	45	11.1	10	9.6	55	10.8
N. Campus visit	30	7.4	4	3.8	34	6.7
O. Other	55	13.5	26	25.0	81	15.9
Total	407	100.0	104	100.0	511	100.0

Table 3

Rank Order of Items Identified by Respondents
as Most Important in Influencing their
Decision to Attend the Community College

Item	Under 25 Years of Age	25 Years of Age and Over	Total Group
	Rank Order	Rank Order	Rank Order
A. Family members or relatives	1	2	1
B. Friends	5	3	4
C. Faculty at another school or college	4	4	5
D. Faculty at this college	7	6.5	7
E. Speaker from this college	10	13.5	10.5
F. Information by mail	9	11	9
G. Information in newspaper	12.5	9	10.5
H. Information on television	12.5	13.5	14.
I. Information on radio	14.5	9	12.5
J. College night	14.5	13.5	15
K. College exhibits	11	13.5	12.5
L. College pamphlets and brochures	8	9	8
M. College catalog	3	5	3
N. Campus visit	6	6.5	6
O. Other	2	1	2

Item C. A Teacher, Counselor, or Adviser at another School or College

This item was ranked fifth as the most important information source by 9.4% of the total group. Of the under 25 group, 8.8% chose this item ranking it as fourth. The group 25 or over also ranked the item fourth, with 11.5% making this choice.

Item D. A Teacher, Counselor, or Adviser at this College

This item was ranked seventh as the most important information source by 4.3% of the total group. Of the under 25 group, 4.4% chose this item ranking it as seventh. Of the 25 and over group, 3.8% chose this item ranking it 6.5.

Item E. A Speaker from this College

This item was ranked 10.5 as the most important source of information by .6% of the total group. Of the under 25 group, .7% chose this item and ranked it tenth. Of the 25 and over group, none chose this item ranking it last.

Item F. Information Received through the Mail

This item was ranked ninth as the most important source of information by 2.9% of the total group. Of the under 25 group, 3.4% chose this item and ranked it ninth. Of the 25 and over group, 1% chose this item ranking it eleventh.

Item G. Information Seen in a Newspaper

This item was ranked 10.5 as the most important source of information by .6% of the total group. Of the under 25 group, .2% chose this item and ranked it 12.5. Of the 25 and over group, 1.9% chose this item ranking it ninth.

Item H. Information Seen on Television

This item was ranked fourteenth as the most important source of information by .2% of the total group. Of the under 25 group, .2% chose this item and ranked it 12.5. Of the 25 and over group, none chose this item ranking it last.

Item I. Information Heard over the Radio

This item was ranked 12.5 as the most important source of information by .4% of the total group. Of the under 25 group, none chose this item ranking it last. Of the 25 and over group, 1.9% chose this item ranking it ninth.

Item J. College Night at a Local High School

The total group ranked this item last with none of the respondents making this choice.

Item K. College Exhibits at Other Locations

This item was ranked 12.5 as the most important source of information by .4% of the total group. Of the under 25

group, .5% chose this item ranking it eleventh. Of the 25 and over group, none chose this item ranking it last.

Item L. College Pamphlets or Brochures

This item was ranked eighth as the most important source of information by 3.7% of the total group. Of the under 25 group, 4.2% chose this item ranking it eighth. Of the 25 and over group, 1.9% chose this item ranking it ninth.

Item M. College Catalog

This item was ranked third as the most important source of information by 10.8% of the total group. Of the under 25 group, 11.1% chose this item ranking it third. Of the 25 and over group, 9.6% chose this item ranking it fifth.

Item N. A Visit to the College Campus

This item was ranked sixth as the most important source of information by 6.7% of the total group. Of the under 25 group, 7.4% chose this item ranking it sixth. Of the 25 and over group, 3.8% chose this item ranking it 6.5.

Item O. Other

This item was ranked second as the most important source of information by 15.9% of the total group. Of the under 25

group, 13.5% chose this item ranking it second. Of the 25 and over group, 25% chose this item ranking it first. Explanations for the "other" category were varied and in some instances did not indicate information sources, but rather gave reasons for choosing to attend Hillsborough Community College.

For purposes of discussion and comparison, responses were combined into the following categories: availability of courses or programs; convenience; job-related reasons; scholarship availability; self-improvement; and miscellaneous.

Availability of courses or programs included indications that a particular course or program offering was sought by the respondent. Included in the category of convenience were those responses which suggested that time or location were important factors influencing choice. The job-related category included responses which indicated that the individual was motivated by expected improvement in his or her current job situation through attendance at Hillsborough Community College. Among the explanations supplied were advancement, company paid education, and supervisor encouraged. The scholarship category included both academic and athletic scholarship recipients. In no instance was an explanation given concerning the respondent's source of information about

the availability of the scholarship. The self-improvement category included those responses which related a personal decision to attend Hillsborough Community College. In the miscellaneous category were responses which did not occur in both age groups or did not fit into the other categories.

Table 4 shows the frequency of responses for the categories included in item 0, other. It will be noted that scholarship was the most frequently given reason for choosing Hillsborough Community College by the group under 25 years of age, while it was the least frequently given reason for the group 25 years of age and over. The group 25 years of age and over indicated that convenience, the opportunity for self-improvement, and job-related considerations influenced their choice. The miscellaneous category for the group under 25 included: wanted a small college; friendliness; didn't take the S.A.T.; low cost; wanted to attend for two years; and lived in Maine and found out for myself. The miscellaneous response for the 25 and over group was explained as "mission's pastor."

At the end of the questionnaire in the space provided for comments there were further explanations of reasons for choosing Hillsborough Community College and, in some instances, clarification of the rankings. Comments made by respondents were presented for the groups under 25 years of age and 25 years of age and over separately in Appendix B.

Table 4
 Explanations of Item O, Other, by Respondents

Category	<u>Under 25</u> Frequency		<u>25 and Over</u> Frequency		<u>Total Group</u> Frequency	
	Abs.	Rel.	Abs.	Rel.	Abs.	Rel.
Availability	3	5.5	1	3.8	4	4.9
Convenience	8	14.5	8	30.8	16	19.8
Job-related	3	5.5	7	26.9	10	12.3
Scholarship	25	45.5	1	3.8	26	32.1
Self-improvement	9	16.4	8	30.8	17	21.0
Miscellaneous	7	12.7	1	3.8	8	9.9
Total	55	100.0	26	100.0	81	100.0

Data Analysis by Groups

Under 25 Years of Age

Table 5 contains the frequency of responses for each item for the group under 25 years of age identified by race and sex of the respondent. Examination of the relative frequencies indicated that the most frequent choice was item A, family members or other relatives, regardless of race or sex of the respondent. The lowest ranked items which included I, information heard on the radio and J, college night at a local high school, also showed no differences when race or sex was a variable.

Further examination of Table 5 will show that item B, friends was more frequently chosen by blacks and males than it was by whites and females. When race or sex was a variable, there was a noticeable difference in the number of choices for item F, information received through the mail, and item M, the college catalog; with whites and females choosing those items more frequently than blacks and males. Item N, a visit to the college campus, was the second most frequent choice for blacks, while item O, other, was the second choice for whites, females, and males.

Table 6 contains the rankings of items by the group under 25 years of age identified by race and sex. When the ranks were analyzed, there were variations in the order of

Table 5

Respondents Under 25 Years of Age Identifying Item as Most Important
in Influencing their Decision to Attend the Community College

Item	Race		Sex		Total Group Under 25	
	Black Frequency Abs., Rel.	White Frequency Abs., Rel.	Female Frequency Abs., Rel.	Male Frequency Abs., Rel.	Frequency Absolute	Relative
A. Family members or relatives	16 34.0	136 37.8	80 34.2	72 41.6	152	37.3
B. Friends	7 14.9	26 7.2	15 6.4	18 10.4	33	8.1
C. Faculty at another school or college	4 8.5	32 8.9	22 9.4	14 8.1	36	8.8
D. Faculty at this college	3 6.4	15 4.2	13 5.6	5 2.9	18	4.4
E. Speaker from this college	0 0	3 .8	3 1.3	0 0	3	.7
F. Information by mail	0 0	14 3.9	10 4.3	4 2.3	14	3.4
G. Information in newspaper	0 0	1 .3	0 0	1 .6	1	.2
H. Information on television	0 0	1 .3	0 0	1 .6	1	.2
I. Information on radio	0 0	0 0	0 0	0 0	0	0
J. College night	0 0	0 0	0 0	0 0	0	0
K. College exhibits	0 0	2 .6	0 0	2 1.2	2	.5
L. College pamphlets & brochures	3 6.4	14 3.9	9 3.8	8 4.6	17	4.2
M. College catalog	3 6.4	42 11.7	32 13.7	13 7.5	45	11.1
N. Campus visit	8 17.0	22 6.1	16 6.8	14 8.1	30	7.4
O. Other	3 6.4	52 14.4	34 14.5	21 12.1	55	13.5
Total	47 100.0	360 100.0	234 100.0	173 100.0	407	100.0

Table 6

Rank Order of Items Identified by Respondents
as Most Important in Influencing their
Decision to Attend the Community College

Group Under 25 Years of Age
by Race and Sex

Item	Black	White	Female	Male	Total Group
	Rank Order	Rank Order	Rank Order	Rank Order	Under 25
A. Family Members or relatives	1	1	1	1	1
B. Friends	3	5	6	3	5
C. Faculty at another school or college	4	4	4	4.5	4
D. Faculty at this college	6.5	7	7	8	7
E. Speaker from this college	12	10	10	9	10
F. Information by mail	12	8.5	8	11.5	9
G. Information in newspaper	12	12.5	13	11.5	12.5
H. Information on television	12	12.5	13	14	12.5
I. Information on radio	12	14.5	13	14	14.5
J. College night	12	14.5	13	14	14.5
K. College exhibits	12	11	13	10	11
L. College pamphlets and brochures	6.5	8.5	9	7	8
M. College catalog	6.5	3	3	6	3
N. Campus visit	2	6	5	4.5	6
O. Other	6.5	2	2	2	2

choice for item B, friends; F, information received through the mail; M, college catalog; N, a visit to the college campus; and O, other when the race or sex of the respondent was a variable. Although there were other differences in the rankings, they were due to only slight variations in the frequencies.

25 Years of Age and Over

Table 7 contains the frequency of responses for each item for the group 25 years of age and over identified by race and sex. It will be noted that the total number of respondents in each category was smaller than the corresponding category in the under 25 group.

Examination showed variations in the item most frequently chosen by the subgroups identified. Analysis indicated that item A, family members or other relatives, was the most frequently chosen item for blacks. However, whites and females chose item O, other, most frequently while males chose both item A and item O with equal frequency. Item B, friends, was less frequently chosen by blacks than it was by whites, females, and males in the same age group. Item M, college catalog, was more frequently chosen by blacks than by whites, females, or males.

Among those items not chosen by any of the respondents were: item E, a speaker from this college; item H, information

Table 7
Respondents 25 Years of Age and Over Identifying Item as Most Important
in Influencing their Decision to Attend the Community College

	Race			White			Sex			Male			Total Group		
	Black	Frequency	Abn.	Rel.	Frequency	Abn.	Rel.	Female	Frequency	Abn.	Rel.	Frequency	Absolute	Relative	
A. Family members or relatives	5	38.5	18	19.8	17	21.8	6	23.1	23	22.1					
B. Friends	1	7.7	17	18.7	15	19.2	3	11.5	18	17.3					
C. Faculty at another school or college	2	15.4	10	11.0	7	9.0	5	19.2	12	11.5					
D. Faculty at this college	1	7.7	3	3.3	4	5.1	0	0	4	3.8					
E. Speaker from this college	0	0	0	0	0	0	0	0	0	0					
F. Information by mail	0	0	1	1.1	1	1.3	0	0	1	1.0					
G. Information in newspaper	0	0	2	2.2	2	2.6	0	0	2	1.9					
H. Information on television	0	0	0	0	0	0	0	0	0	0					
I. Information on radio	0	0	2	2.2	1	1.3	1	3.8	2	1.9					
J. College night	0	0	0	0	0	0	0	0	0	0					
K. College exhibits	0	0	0	0	0	0	0	0	0	0					
L. College pamphlets & brochures	0	0	2	2.2	1	1.3	1	3.8	2	1.9					
M. College catalog	2	15.4	8	8.8	7	9.0	3	11.5	10	9.6					
N. Campus visit	0	0	4	4.4	3	3.8	1	3.8	4	3.8					
O. Other	2	15.4	24	26.4	20	25.6	6	23.1	26	25.0					
Total	13	100.0	91	100.0	78	100.0	26	100.0	104	100.0					

seen on television; item J, college night at a local high school; and item K, college exhibits at other locations.

Table 8 contains the rankings of items by the group 25 years of age and over. Analysis indicated that rankings corresponded to those differences in frequencies previously noted for this group. It may be observed that blacks and males ranked item A, family members or other relatives, first while whites and females ranked it second. Thus, the ranking of item A by blacks and males corresponded to the ranking by the total group rather than the group 25 years of age and over.

Total Group

Table 9 shows the frequencies for the total group identified by race and sex. When age was not a variable, item A, family members or other relatives, was most frequently chosen by all groups. Item J, college night at a local high school, was chosen by none of the groups as previously noted. The most noticeable differences in frequencies occurred for item N, a visit to the college campus, which blacks chose more frequently than whites, females, or males. The reverse was observed for item O, other, which blacks chose less frequently than whites, females, or males. Further comparison showed that no blacks chose the following items: E, speaker

Table 8

Rank Order of Items Identified by Respondents
as Most Important in Influencing their
Decision to Attend the Community College

Group 25 Years of Age and Over
by Race and Sex

Item	Black	White	Female	Male	Total Group 25 and Over
	Rank Order	Rank Order	Rank Order	Rank Order	Rank Order
A. Family Members or relatives	1	2	2	1.5	2
B. Friends	4.5	3	3	4.5	3
C. Faculty at another school or college	3	4	4.5	3	4
D. Faculty at this college	4.5	7	6	12	6.5
E. Speaker from this college	10	13.5	12.5	12	13.5
F. Information by mail	10	10	10	12	11
G. Information in newspaper	10	9	8	12	9
H. Information on television	10	13.5	12.5	12	13.5
I. Information on radio	10	9	10	7	9
J. College night	10	13.5	12.5	12	13.5
K. College exhibits	10	13.5	12.5	12	13.5
L. College pamphlets and brochures	10	9	10	7	9
M. College Catalog	3	5	4.5	4.5	5
N. Campus visit	10	6	7	7	6.5
O. Other	3	1	1	1.5	1

Table 9

All Respondents Identifying Item as Most Important in Influencing
their Decision to Attend the Community College

Item	Race		White		Sex		Total Group	
	Black Frequency Abs., Rel.	21 35.0	154 34.1	97 31.1	78 39.2	175 34.2		
A. Family members or relatives								
B. Friends		8 13.3	43 9.5	30 9.6	21 10.6	51 10.0		
C. Faculty at another school or college		6. 10.0	42 9.3	29 9.3	19 9.5	48 9.4		
D. Faculty at this college		4. 6.7	18 4.0	17 5.4	5 2.5	22 4.3		
E. Speaker from this college		0 0	3 .7	3 1.0	0 0	3 .6		
F. Information by mail		0 0	15 3.3	11 3.5	4 2.0	15 2.9		
G. Information in newspaper		0 0	3 .7	2 .6	1 .5	3 .6		
H. Information on television		0 0	1 .2	0 0	1 .5	1 .2		
I. Information on radio		0 0	2 .4	1 .3	1 .5	2 .4		
J. College night		0 0	0 0	0 0	0 0	0 0		
K. College exhibits		0 0	2 .4	0 0	2 1.0	2 .4		
L. College pamphlets & brochures		3 5.0	16 3.5	10 3.2	9 4.5	19 3.7		
M. College catalog		5 8.3	50 11.1	39 12.5	16 8.0	55 10.8		
N. Campus visit		8 13.3	26 5.8	19 6.1	15 7.5	34 6.7		
O. Other		5 8.3	76 16.9	54 17.3	27 13.6	81 15.9		
Total		60 100.0	451 100.0	312 100.0	199 100.0	511 100.0		

from this college; F, information received through the mail; H, information seen on television; I, information heard over the radio; J, college night at a local high school; and K, college exhibits at other locations. With the exception of item J, some respondents from the other groups chose these items. Although there were some other differences, they appeared to be less pronounced than those discussed.

Table 10 illustrates the differences in ranking of items by the total group and the subgroups based on only race and sex. The most obvious differences in ranking occurred for items N and O, which reflected the frequencies previously mentioned. There were also some variations in rankings by the groups for item M, college catalog.

Ranking of Items in Retrospect

In the examination of the frequencies of choice and the ranking of items, it was evident that items A, B, C, M, and O were those indicated by both age groups and the total group as the five most important information sources. Of those items, only item M, the college catalog, was under direct control of Hillsborough Community College. In the item labeled "other" the categories of availability, convenience, and scholarships were directly controlled by the college. However, the individual determined whether an

Table 10

Rank Order of Items Identified by Respondents
as Most Important in Influencing their
Decision to Attend the Community College

Total Group by Race and Sex

Item	<u>Black</u>	<u>White</u>	<u>Female</u>	<u>Male</u>	<u>Total Group</u>
	Rank Order	Rank Order	Rank Order	Rank Order	Rank Order
A. Family Members or relatives	1	1	1	1	1
B. Friends	2.5	4	4	3	4
C. Faculty at another school or college	4	5	5	4	5
D. Faculty at this college	7	6	7	8	7
E. Speaker from this college	12	9.5	10	9	10.5
F. Information by mail	12	8	8	12	9
G. Information in newspaper	12	9.5	11	12	10.5
H. Information on television	12	13	14	14.5	14
I. Information on radio	12	11.5	12	12	12.5
J. College night	12	14	14	14.5	15
K. College exhibits	12	11.5	14	10	12.5
L. College pamphlets and brochures	8	7	9	7	8
M. College catalog	5.5	3	3	5	3
N. Campus visit	2.5	6	6	6	6
O. Other	5.5	2	1	2	2

offering was perceived as self-improving or capable of changing a current job situation.

Those items chosen less frequently and ranked in the last ten as important influences on the decisions of students to attend Hillsborough Community College were under direct control of the college. Although items G, H, and I (information received via the media) were also controlled somewhat by other parties, Hillsborough Community College did control to a large extent what information was dispersed in the media. Item N, a visit to the college campus, may have occurred without control by Hillsborough Community College in some cases, but the overall impression made by the campus remained under the direct control of the college.

In the following chapter, the implications of direct and limited direct control of information sources are discussed and conclusions are drawn as they related to Hillsborough Community College and this study.

CHAPTER IV
SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND
IMPLICATIONS FOR FURTHER RESEARCH

Summary

The purpose of this study was to rank selected information sources and marketing procedures based on the perceived influence each had on the decisions of students to enroll in Hillsborough Community College in Fall 1980.

A review of the literature was conducted to provide a background of marketing procedures and their relation to student recruitment. Support was established for the use of marketing concepts to promote higher education to prospective students.

In presenting the elements of the marketing mix and their applicability to higher education, the changing student population was examined. The literature provided verification that the students of higher education are a diversified group consisting of distinct subgroups with differing needs and interests. Due to the heterogeneity of the subgroups, educators and marketing experts confirmed the necessity for evaluating recruitment practices to determine their

appropriateness for particular target groups within the total student market.

Conclusions

An analysis of the results indicated that family members or other relatives were the most important influence on decisions of the total group to attend Hillsborough Community College. The group under 25 ranked this item in the same order as the total group. However, the group 25 years of age and over ranked the item labeled "other" most important, while they ranked family members or other relatives second. The "other" item included influences such as convenience, desire for self-improvement, and job-related opportunities.

When the ranking of items was compared using only the variables of race and sex for the total group, family members or other relatives was the item ranked first. Within the group under 25 years of age, when the race or sex of the respondent was a variable, there was no difference in the item ranked first. However, within the group over 25, blacks and males ranked family members or other relatives first, but whites and females ranked this item second.

In the five items ranked highest by the total group, some variations occurred in the rankings by the subgroups.

One notable difference in the ranking of item B, friends, was observed within the group under 25. Blacks and males under 25 ranked this item more important than did whites and females in this group. Information such as this might be useful if Hillsborough Community College hoped to increase the number of blacks or males at certain campuses or in certain programs.

Another item which was ranked differently by the subgroups was item M, the college catalog. Based on the supplied rankings, it would seem that females and whites under 25 and blacks over 25 were influenced more by this information source than were other subgroups.

A visit to the college campus, item N, had a slightly varied ranking within each age group and was ranked higher by blacks under 25 and lower by blacks over 25 than it was by other subgroups. There were no findings to establish why these differences occurred, but there appeared to be substantial disagreement between the black groups over and under 25 years of age.

In item O, other, there was a significant difference in the frequency of choice for the designated categories. The group under 25 indicated that the receipt of a scholarship was an important factor in their choice of Hillsborough Community College, while the group over 25 rarely mentioned this

influence. The differences between these choices may be due to the possibility that scholarships are more readily available to the group under 25.

Other variations in ranking occurred between the age groups and within the age groups when race or sex was a variable. The items disagreed upon, however, were among the ten ranked least important by all groups.

When the rankings of the items were analyzed with consideration given to the amount of direct control which Hillsborough Community College had over each information source or marketing procedure, there were some consistent findings. Those items ranked among the first five in importance by respondents in both age groups were not under direct control of the college, with the exception of item M, the college catalog. Thus, it would seem that there would be little that Hillsborough Community College might do to effect a change in the impact of these items on the decisions of the prospective students.

Of those sources of information and marketing procedures which were ranked in the last ten in importance, all were under the direct control of Hillsborough Community College. Although the degree of control varied among the ten items, they all represent opportunities which may be more fully utilized to reach prospective students of all ages. The

amount of future emphasis which each information source or marketing procedure should receive would be dependent on the funding available.

Clearly, the study shows that information sources and marketing procedures are perceived by students to have varying influence on their decisions to attend Hillsborough Community College. Further, the results support the notion that the age, race, or sex of the student may be a variable to be considered when determining which information source or marketing procedure to employ with prospective students.

Recommendations

In view of the findings of this study, it is recommended that Hillsborough Community College analyze the impact the various information sources and marketing procedures have had on students and evaluate the time and funding expended on each. The possibility exists that some methods of disseminating information to prospective students are receiving more funds than their effectiveness warrants while other methods might show increased success with additional funding.

The college catalog was the third most important source of information for the total group. Comparisons with the rankings of other printed information sources suggests that

the catalog has had more influence with all age groups. When determining expenditures for various forms of printed matter, consideration should be given to the importance of the catalog to the sample group. Wider distribution of the catalog would seem to be a worthwhile goal and could be accomplished by assigning a larger portion of the publication budget to this purpose.

The media as a source of information received low rankings overall. It is recommended that Hillsborough Community College investigate the possible reasons for the perceived lack of influence by the sample group. Amount of emphasis prior to the study could be an important factor and should be relatively easy to verify. If advertising was done through the various media, the quality of the message should be analyzed to determine whether it was appropriate for the intended audience. Further research should be done to establish which subgroups of the prospective student population have been reached through the various channels of communication. Without additional expenditure, the possibility exists for increased exposure for Hillsborough Community College through greater use of public service announcements or special interest stories and features.

Although faculty at Hillsborough Community College was ranked seventh in importance, faculty at other schools and colleges was ranked fifth by the total group. The discrepancy

in these rankings suggested that the Hillsborough staff has not been a particularly effective information source for prospective students. Because these persons represent inexpensive information sources which could be utilized more fully, in-service training or special workshops would be a means of increasing their knowledge and encouraging them to be resource persons.

The visit to the college campus was ranked sixth by the total group and represents an effective means of reaching all groups to familiarize them with Hillsborough Community College. Encouraging visits from clubs, church groups, and other social organizations in addition to high school students could result in increased enrollment by subgroups in both the under 25 and over 25 age groups.

College speakers and college night at a local high school are items which were ranked in the lower ten in importance. These information sources and marketing procedures have been used by many colleges to reach students in high school, but with modification, these activities could be a valuable means of reaching prospective nontraditional students. Before discounting these activities, it is recommended that Hillsborough Community College extend their usage to include various subgroups of the prospective student population.

Implications for Further Research

Based on the findings of this study, it is suggested that similar studies be repeated with other groups of entering students to determine if rankings correspond to those obtained from this group. Due to the differences in rankings by age groups when race and sex were variables, it is recommended that further studies be conducted to identify the reasons for these variations. If Hillsborough Community College desires to increase information to particular subgroups of the population, such data would be valuable for those purposes.

This study found that the family members or other relatives were important sources of information to students. It is suggested that further study be done to discover where family members obtained the information which they relayed to prospective students. It would also be helpful to determine what forms of information family members or other relatives supplied to the students.

The category labeled "other" represented an important source of information for prospective students of all ages. Because a variety of responses were indicated for this category, it is suggested that in repeating this study with other groups, the category should be eliminated and other items added to allow such responses to be more accurately tabulated.

Since the sample contacted in this study enrolled in Hillsborough Community College, it would be worthwhile to secure a sample from those students who applied but did not enroll. Further research could be conducted with this group to determine their rankings of the same items listed in this study. Also valuable would be data concerning negative influence of any items on the decisions of students to enroll.

A final recommendation is that studies should continue in an effort to gauge the effectiveness of information sources and marketing procedures as they are emphasized or de-emphasized by Hillsborough Community College.

APPENDICES

APPENDIX A
QUESTIONNAIRE

YOUR INPUT IS NEEDED

This questionnaire is an effort to evaluate our methods of providing information about our college to prospective students. You can help by supplying some information about yourself and what influenced you to attend this college.

Please answer all questions as completely as possible. We are interested in your opinions and appreciate your cooperation.

1. Have you attended classes at this college previously?

A. ☐ yes
B. ☐ no

2. What is your sex?

A. ☐ female
B. ☐ male

3. What is your age?

A. ☐ under 13
B. ☐ 13 - 24
C. ☐ 25 - 59
D. ☐ 60 or over

4. What is your racial or ethnic origin?

A. ☐ Black
B. ☐ White
C. ☐ Other; please state _____

5. How important were the following in supplying information that influenced your decision to attend this college? Please check ONE response for EACH.

	Very Important	Somewhat Important	Not Important
A. family members or other relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. a teacher, counselor, or adviser at another school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. a teacher, counselor, or adviser at this college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. a speaker from this college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. information received through the mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. information seen in a newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. information seen on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. information heard over the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. college night at a local high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. college exhibits at other locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. college pamphlets or brochures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. college catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N. a visit to the college campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O. other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Of those items you checked "Very Important" above, which ONE had the most influence on your decision to attend this college? Write the letter: _____

Thank you for your help. If you have any other comments about what influenced you to choose this college, please add them here or on the back.

APPENDIX B

COMMENTS

COMMENTS FROM STUDENTS 25 YEARS OF AGE AND OVER

I was offered a scholarship for my academic achievement.

I felt this institution could give me the education I wanted at a price I could afford.

Had seen an adviser a year before but didn't start college--being an older student couldn't decide. So saw another adviser named Barbara. Helped very much by telling me of other successes of other older students.

What influenced me most was I could take only selected courses to help me advance on the job.

Monetary.

(Checked B) I do not mean that I'm here because my friends are, but that a friend has given me the encouragement to get me here and motivation to seek personal development.

This seems to be a very up to date and modern college and I would be very honored to attend.

Close to my work location.

The two year nursing program.

Cost within reason, located close to home.

The fact that evening classes were offered in the Brandon area.

To be able to get better paying jobs and more schooling and to feel better about myself.

Heard that Gordon Keller had an excellent curriculum.

Life style changed and a new decision had to be made.

It is closer to home than South Florida.

I've been working since before graduating high school and I am not happy with what I'm doing or the money I'm making or my limited knowledge.

Staff at H.C.C. very helpful.

New degree program--heating, ventilating, and air conditioning.

Flexibility of attendance i.e. weekend college. Convenience to public transportation.

Location, flexible schedules.

COMMENTS FROM STUDENTS UNDER 25 YEARS OF AGE

My academic incentive; scholarship was a factor in my choice to attend H.C.C.

My sister also attended this college and she graduated from the optical class.

My own decision.

Scholarship.

I was on the list of early graduates this year and a biology teacher told me to stay and take more subjects (while they're free) to help me in college, so I did and I also received a scholarship.

Counselor said junior college could help a great deal and be very important in preparing for a university.

Would like to transfer to a four year college.

I received the scholarship but I shouldn't really.

Because I'm not interested in 4-year college yet.

I wanted to improve my education but did not want to go to a four year college and H.C.C. was in my area.

Because it is convenient for me to work and go to school here.

Friends spoke highly of H.C.C. and since I received a scholarship, I decided to attend.

Inexpensive and fluctual (sic.) hours.

My job and Social Security.

Inexpensive because of scholarship.

Dual enrollment and was in the county I live in.

It will give me a start in a university.

I didn't make overly high grades in high school so this school was easier to enroll in.

Could not find this building.

Close to home.

I choose (sic.) this college because the attendance and monetary investment yields high dividends. College is important.

Location and price.

I will hope to start in a year.

I have a strong desire to increase my income and lifestyle and wish to gain as much knowledge about my career as possible at as early an age as I can. As of this time I have $8\frac{1}{2}$ years of on the job restaurant training.

I plan to transfer to a university from a community college.

Completing A.S. degree for easy transfer to a 4 year school.

Close to home, moved recently only college I could apply for.

A scholarship from high school.

Located in Florida, yet in a business, not tourist, oriented city.

I didn't think I was ready for a large 4-year college yet, so I decided to come here first.

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BIOGRAPHICAL SKETCH

Theodora Toth Oneal was born in Cleveland, Ohio, on February 2, 1937. In 1950, she moved with her family to Tampa, Florida, and has lived in the area since that time. After graduation from Hillsborough High School in 1955, she entered the University of Tampa, where she received a Bachelor of Science degree in June, 1959. During the following years, she taught in elementary schools in Hillsborough and Pasco Counties with time off for the birth and care of two sons, Donald, Jr. and Jeffrey.


She attended the University of South Florida as a part-time student, and in 1970, completed the requirements for the Master of Arts degree in guidance and counseling. After receiving the degree, she was employed at Buffalo Day Adult High School as a counselor until September, 1972. During 1973 and 1974 she was a homemaker and an adjunct instructor at the University of South Florida in the College of Education.

In 1974, she became a counselor with the Special Services Program at Hillsborough Community College. During this time she enrolled in an off-campus program for junior college personnel which was cosponsored by Florida State University and the University of Florida. She completed requirements for a Specialist in Education degree which she received from the University of Florida in June, 1978.

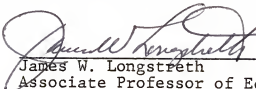
In 1978, she was again employed as an adjunct instructor at the University of South Florida. During this time she began coursework toward the Doctor of Education degree at the University of Florida in the area of higher education administration.

Theodora Toth Oneal has been married to Donald E. Oneal since July 6, 1958. They have two sons, Donald Jr. and Jeffrey, and reside in Temple Terrace, Florida.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


James L. Wattenbarger, Chairman
Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


James W. Longstreth
Associate Professor of Educational
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Albert B. Smith III
Professor of Instructional
Leadership and Support

This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

May, 1982

Dean for Graduate Studies and
Research